

**Writing-Intensive Course  
Application & Review Evaluation Document**

**Unit:**

**Course:**

**Reviewer:**

**WI course review rubric:** Please use the following rubric to ensure that the course application or review packet demonstrates WI course requirements.

<p>Please rate each of the criteria below using the following scale:</p> <p style="margin-left: 40px;">2 = Fully explained criteria with sufficient detail to determine as met, 1 = Described but requires additional detail to determine as met, 0 = Not evident</p> <p>For any criteria given a 1, please provide some commentary to assist the unit in clarifying those criteria and any additional commentary that will assist the unit with the administration of the course.</p>	
<b>Opening Narrative</b>	
The narrative articulates a clear rationale for seeking the WI attribute that is aligned with the role and purposes of a WI course.	
The narrative articulates how the course builds on prior writing competencies developed in the major and in general education writing courses.	
The narrative articulates how the course prepares students for writing competencies they will need in the major, field, or profession after taking this course.	
(For Y to multiple sections) The narrative describes the elements that are consistent across all sections.	
Reviewer Commentary:	
<b>Unit Curricular Requirements</b>	
The course enrollment is capped at 35 students per section or lower.	
The course offered at the 300-level or above.	
The course is required by the unit as part of a major degree program or serves as one option that students can take to fulfill the WI requirement.	
Reviewer Commentary:	

<b>Course Pedagogical Requirements</b>	
The syllabus explicitly informs students that the course is writing-intensive.	
The materials demonstrate that students are expected to write at least 3500 words across 2 or more assignments.	
The materials demonstrate that writing assignments constitute a substantial portion of the final grade (30% or higher).	
The materials demonstrate that the instructor(s) will offer feedback on student writing assignments.	
The materials demonstrate that students will have sufficient time to revise at least one writing assignment based on faculty feedback (at least one week between receiving feedback and submitting revisions).	
The materials demonstrate that the instructor(s) will provide significant instruction on how to successfully compose the writing assignments in the course.	
Reviewer Commentary:	
<b>Student Learning Outcomes</b>	
The course includes at least one outcome from each section: <ul style="list-style-type: none"> <li>- Writing-to-learn</li> <li>- Writing-to-communicate</li> <li>- Writing process</li> </ul>	
The outcomes are copied verbatim onto the syllabus and listed separately from other learning outcomes on the syllabus.	
Reviewer Commentary:	
<b>Integration of the WI Learning Outcomes</b>	
The materials identify an assignment and related instruction aligned with the chosen WTL outcome	
The materials identify an assignment and related instruction aligned with the chosen WTC outcome	
The materials identify an assignment and related instruction aligned with the writing process outcome	
Reviewer Commentary:	
<b>Professional Development Plan</b>	
The materials describe a plan for continuous professional development related to writing-instruction.	

Reviewer Commentary:

**Reviewer Vote**

Based on this review, I vote to:

- Approve or recertify
- Approve or recertify with minor revisions
- Request revisions
- Reject or decertify

Summative Commentary: